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AUTHOR	Dunster, Lee
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ABSTRACT

This facilitator's guide was developed to assist trainers in delivering early childhood teacher workshops on strategies for addressing challenging child behaviors in early care and education settings in Canada. Introductory remarks delineate principles of adult education and principles of participation, suggest ways to promote the workshops, and provide questions for facilitator self-evaluation. The guide is then organized into three sessions, each designed to be delivered in 2.5 to 3 hours through several possible workshop formats. Session 1, "Understanding Children's Behaviour," focuses on what children may gain from challenging behavior, the adult's role in assessment, and the effects of challenging behavior on other children and the provider. Session 2, "Strategies to Prevent Challenging Behaviour," identifies strategies that prevent or minimize difficult behaviors, offers suggestions for recognizing early warning signs, examines approaches to challenging behaviors, and highlights observation as a way to gain more information. Session 3, "Managing Challenging Behaviour," focuses on appropriate behavior management strategies. The session includes a plan of action for coping with challenging behaviors, and discusses partnerships with parents, coping with challenging behaviors, and self-reflection related to such behavior. Included in each session are learning objectives, and a review of information presented in the early childhood teachers' guide, "Meeting the Challenge." Also included are information to post on overheads or similar formats, activities to encourage links to personal experience and daily practice, key messages, and suggested follow-up activities. The guide's resources section recommends additional sources of information for facilitators and participants. Three appendices include a sample participant evaluation form, scenarios related to child behavior for group discussion purposes, and photocopy-ready overheads. (KB)

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ED 474 922

Helping Others Meet the Challenge

Meeting the Challenge
Effective Strategies for Challenging Behaviours in Early Childhood Environments
BARBARA KAISER
JUDY SKLAR RASMINSKY

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A Facilitator's Guide

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Helping Others Meet the Challenge: A Facilitator's Guide

by Lee Dunster

for the Canadian Child Care Federation

developed to assist trainers in delivering sessions based on

Meeting the Challenge: Effective Strategies for Challenging Behaviours in Early Childhood Environments

by Barbara Kaiser and Judy Sklar Rasminsky

Funding for this project was provided by:
Justice Canada, National Crime Prevention Centre, under the National Strategy on Community Safety and Crime Prevention

To order, contact:
Canadian Child Care Federation
201-383 Parkdale Ave., Ottawa, Ontario K1Y 4R4.
Telephone: 613 729-5289 or 1 800 858 1412 ext. 234; fax 613 729-3159
Email cccf@cfc-efc.ca
Visit us on the Internet: www.cfc-efc.ca/cccf
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Introduction

Helping Others Meet the Challenge is intended to assist trainers in delivering sessions based on ***Meeting the Challenge*** to child care practitioners involved in group care, family child care, nursery schools, family resource programs or other settings where young children receive care and education. The Guide can easily be adapted for use in delivering training for parents. The Facilitator's Guide is divided into three sessions, each covering subject matter in ***Meeting the Challenge***.

Session One:
Understanding Children's Behaviour

Session Two:
Strategies to Prevent Challenging Behaviour

Session Three:
Managing Challenging Behaviour

Each session is designed to be delivered in approximately 2 ½ to 3 hours. The sessions can be used in a number of ways: individual sessions might be used as a single 2 ½ to 3 hour workshop; all three might be presented as a series of three 2 ½ to 3 hour workshops over a number of weeks; or all three might be used as a single full-day workshop.

The Guide follows the order in which information is provided in ***Meeting the Challenge*** in order to provide an easy logical flow for delivery.

We trust that users will find the Guide helpful in delivering training on challenging behaviours and that you will feel free to tailor your delivery to suit different circumstances, audiences and your personal style. Children's behaviour and our response to behaviour tend to be emotionally charged areas, about which adults hold strong opinions. Our best advice is to be well-prepared by: reviewing ***Meeting the Challenge*** and the Guide thoroughly; preparing overheads and handouts in advance; and coming to the sessions ready to be open, empathetic and flexible.

Principles of Adult Education

The Guide is based on the principles of adult education.

- Adults want information that they can see an immediate and practical use for. Keep your particular audience in mind and draw on your own experiences to help participants connect. Avoid overly theoretical or academic discussions, focus on what to do, how to do it and why it works.

- Adults learn by doing. Use the activities to get participants actively involved in the learning process.

- Adults bring life experience to learning situations. Acknowledge and build on participants' knowledge and experience by providing ample opportunities to share their ideas, thoughts and experiences.

- A friendly, welcoming atmosphere and environment is important to the learning process.

- Vary your delivery, using for instance, lecture, small and large group activities, and role-playing to keep presentations lively and interesting.

- The connections and sharing of information between participants is an important part of the learning process. Provide many opportunities for sharing ideas and information and encourage a sense of community in the group.

Consider assigning, or having participants choose, learning partners to share information and ideas and to discuss their views and concerns. Throughout the sessions provide opportunities for the learning partners to work together and encourage contact outside the training sessions.

Overview of the Guide

In each session you will find:

Learning Objectives
Listing of the objectives for the session.

Review
Page references for information from ***Meeting the Challenge.*** Use your own words to present the information provided, wherever possible drawing on examples from your experiences to bring the information to life.

Post

Information to post on flip-chart, overhead or blackboard. You will note that in some specific instances hand-outs are suggested. If no other method of posting is available, hand-outs would be appropriate in all instances.

Activities
Activities to encourage participants to link the issues being discussed to personal experience and daily practice. Activities include both large group and small group exercises and can be modified to suit the group's needs.

Key Messages
Important points to reinforce with participants.

Putting Learning into Practice
Suggested activities that participants can work on independently.

In addition you will find a **Resources** section and three **Appendices** at the end of the guide. The Resources section recommends additional sources of information for facilitators and participants. If your organization has a resource library, provide relevant materials for display throughout the sessions and encourage participants to browse during free time. The Appendices include a sample Participant's Evaluation form; scenarios relating to child behaviour that you may want to use if participants experience difficulty coming up with examples for group discussion purposes; and photocopy-ready sheets easily copied for overheads for the Post sections, the Key Messages, and the Putting Learning Into Practice sections indicated in the Guide.

Estimates of time required for activities and presentation of materials will vary depending on a variety of factors, including the number of participants.

Principles of Participation

Just as in every aspect of life, it is important to establish some rules of behaviour so that everyone feels secure and safe sharing their experiences and ideas. You might either decide to simply present the following and ask for everyone's agreement. You might choose to work with the group to develop your own principles. If you choose to develop your own, do this activity after introductions at the beginning of the first section. Whether you use the principles below, or develop your own with your group, the principles of participation should be posted and referenced at the beginning of each session.

- ☑ Protect the confidentiality of current and former child care families, colleagues and fellow participants.
- ☑ Be part of a safe environment: be non-judgmental; do not interrupt; be accepting of the ideas of others (even when you don't agree); remember that everyone needs the opportunity to talk.
- ☑ Arrive on time, return from breaks on time and stay until the end.
- ☑ Provide support and encouragement to others.

Overhead 1

Ideas for Promoting the Sessions

When promoting workshops in newsletters or flyers, try to tap into prospective participants' personal experiences to engage interest. Snapshot paragraphs like this one often speak to people and help interest them in the sessions.

Meeting the Challenge

"The outcomes of Kelly's behaviour went well beyond the effects on her and the other children. My inability to cope, to reach her, had me seriously questioning whether I should be doing this work. After thirteen years of doing work that I loved and felt that I had a real gift for, suddenly in only two months I was dreading each day. It took a lot of work. I read everything available, talked to colleagues, and sought out training to enhance my skills. The change in me, and in Kelly, didn't come overnight. But it did come and with it came a renewed commitment to doing work that I know matters to children and to me."

Contact Info

Cost

A Three-Part Series of Workshops about

Challenging Behaviours

Sponsor

Date(s)

Time

Facilitator Self-Evaluation

Evaluation is an important part of any professional development session. Provide participants with evaluation forms at the end of the session(s) and allow at least 10 minutes for the forms to be completed. We have included a sample evaluation form in Appendix B of this Guide. Provide an envelope or box for the evaluation forms to be placed in to protect the anonymity of the participants. Alternatively, if the class is comfortable with the idea, you could cover the evaluation questions in a group discussion at the end of the session.

It is also important that you spend some time reviewing how the session went, and what you might change in future sessions. Consider the following questions in your own review:

- **Did I feel well-prepared? Are there things I would do to be better prepared next time?**
- **Was there active group discussion?**
- **Were there areas/activities where participation lagged?**
- **Were my instructions for activities clear?**
  Did I have to repeat instructions more often than should be expected?
- **What really worked well?**
- **What would I want to change next time?**

Session One

Understanding Children's Behaviour

Welcome and Introductions

15 minutes

- Introduce yourself and share something of your experience in child care and facilitation/training.
- Have participants introduce themselves, share something of their child care experience and tell why they were interested in participating in this training.
- Make housekeeping announcements and explain the Principles of Participation (or work with group to develop your own principles).
- Provide a brief overview of the session including the Learning Objectives.

Learning Objectives

- Exploring the whys and wherefores of children's behaviour
- Understanding what children may gain from challenging behaviour and your role in assessing the function that challenging behaviour plays
- Examining the effects that challenging behaviour may have on other children in the program and on the practitioner(s)

Overhead 2

Introduction

5 minutes

Review page 5 & 6.

What is challenging behaviour?

30 minutes

Large Group Discussion

What behaviours have you seen that **you** would describe as challenging? (allow at least 5 minutes)

Challenging behaviour is any behaviour that:

- interferes with children's learning, development and success at play;
- is harmful to the child, other children or adults;
- puts a child at high risk for later social problems or school failure.

Overhead 3

How do the behaviours you identified fit into this description?

Facilitator's prompts: Does the behaviour interfere with the child's learning? development? success at play? How? Is the behaviour harmful? How? To whom?

Isn't this behaviour sometimes appropriate for the child's age?

5 minutes

Provide an overview of information on page 7 of the text, where possible referencing your own experience with children outgrowing behaviours, or developing more appropriate skills.

What causes challenging behaviour?

20 minutes

Review page 8.

Biological Risk Factors

- pregnancy complications, perinatal stress, prematurity, birth trauma and congenital defects
- mother's use of drugs, alcohol, or tobacco during pregnancy
- developmental delays, especially language delays
- attention deficit disorder (ADD) and attention-deficit hyperactivity disorder (ADHD)
- temperamant
- gender

Overhead 4

Review page 9.

Environmental Risk Factors

- poverty and the social conditions surrounding it
- exposure to violence
- parenting style and family factors
- viewing violent television/films
- low quality child care

Overhead 5

Review page 10.

Human beings are not born with social skills; they learn them!

Stressful life events that may put children at risk

- a mother who had her first child when she was very young
- parents who completed fewer than 10 years of school
- parents who don't live together
- parents who fight
- a parent with a mental illness, especially depression
- a parent who is abusing alcohol or drugs
- a parent with criminal behaviour

Overhead 6

No matter what risk factors are present, it is not productive to blame – especially to blame the child, the parents, or ourselves.

BREAK 15 minutes

Can a child be protected against risk? 35 minutes

Review page 11.

An interested caring adult (like a grandmother, older sibling, teacher, child care provider or coach) can serve as a protective factor for the child by role modeling social competence and by providing support.

Source, National Crime Prevention Council

Factors that enable children to cope well despite adversity

- an easy temperament
- problem-solving skills, including the ability to plan
- sociability
- skill-based competence
- self-esteem
- involvement in hobbies
- having responsibility

Overhead 7

Small Group Discussion

In small groups brainstorm strategies for helping children of various ages develop greater resiliency.

Facilitator's choice: You might assign or allow groups to choose a specific age group to focus on, or assign or allow groups to choose from the list of factors and brainstorm ways to support children of various ages in that area.

Report back of small group discussion.

The Brain's Role in Behaviour

5 minutes

Review page 13.

By stimulating different areas of the brain, the quality of care that a child receives affects her capacity to learn, to empathize and to control her emotions and behaviour.

The time to act is now!

5 minutes

Review page 14.

Acting early and intensively increases children's resilience, diminishes risks, bolsters children's self-esteem and helps them to learn prosocial behaviours.

The Child/Caregiver Relationship

30 minutes

Review pages 15 and 16.

Large Group Discussion

- With the group's participation, develop a list of challenging behaviours on a blackboard or flip chart, such as, whining, biting, pushing, grabbing, interrupting, interfering with/destroying the work/activities of others.
- Ask each participant to select the three or four behaviours that they react to most.
- Encourage participants to think about why these behaviours prompt greater response from them and how they feel when they observe these behaviours. Do they feel they respond in the same way to these trigger behaviours as they do to other challenging behaviours?
- Remind participants how important it is to be aware of, and where necessary, work to change our response to challenging behaviours.
- Ask participants to share techniques that they use to calm themselves when they feel they might be losing control. List on flip chart or blackboard. As a large group try out one or two of the techniques that are suggested.

Your relationship with the children is the most powerful tool you have.

16

Review of Key Messages for Session One

- Human beings are not born with social skills; they learn them!
- No matter what risk factors are present, it is not productive to blame – especially to blame the child, the parent, or ourselves.
- An interested caring adult (like a grandmother, older sibling, teacher, child care provider or coach) can serve as a protective factor for the child by role modeling social competence and by providing support. – Source, National Crime Prevention Council
- By stimulating different areas of the brain, the quality of care that a child receives affects her capacity to learn, to empathize and to control her emotions and behaviour.
- Acting early and intensively increases children's resilience, diminishes risks, bolsters children's self-esteem and helps them to learn prosocial behaviours.
- Your relationship with the children is the most powerful tool you have.

Overhead 8

Putting Learning Into Practice

Establish a journal to record your feelings, experiences, and goals around working with challenging behaviour.

To begin, record:

- what you view as challenging behaviour;
- why those particular behaviours trigger a strong response for you and whether those responses are appropriate; and
- identify how you want to change your own response to challenging behaviour and what kind of change you want to make.

Overhead 9

Session Two

Strategies to Prevent Challenging Behaviour

Welcome and Introductions

15 minutes

- Re-introduce yourself and share some of your reflections from the first session.
- Have participants re-introduce themselves and ask them to share their own thoughts/ reflections from the first session.
- Make housekeeping announcements and review the Principles of Participation.
- Provide brief overview of the session and describe the learning objectives of the session.

Learning Objectives

- Identifying strategies that prevent or minimize challenging behaviours
- Recognizing anxiety and other early warning signs of challenging behaviour
- Examining, and where necessary, changing the practitioner's approach to challenging behaviour
- Using observation techniques to gain more information about challenging behaviour

Overhead 10

Adapting the Environment

10 minutes

Review page 17.

The Environment

- Too many people in a space
- Too much open space
- Too much noise
- Too many choices and/or too many toys
- Competitive games, violent toys and violent role playing

Overhead 11

Large Group Discussion

Discuss the kind of impact that each of these problems can have.

Ask participants to think about their environments.

Are there problem areas regarding the environment? What are the possible solutions?

Adapting the Program

10 minutes

Review page 18.

The Program

- Transition times (including arrival and departure times, meal and snack times, clean-up times and other movement from one activity to another)
- Circle and story time
- Free play time

Overhead 12

Large Group Discussion

Ask participants if there are other times of day or activities they would include on the list (note them on the flip-chart or board).

Ask what kinds of challenging behaviours tend to be more prevalent around these times.

Why do participants think these behaviours are more common at these particular times?

Small Group Discussion **20 minutes**

In small groups participants will identify strategies to adapt the program to minimize or avoid challenging behaviours during these times.

Assign, or allow small groups to select a 'time' from the posted list to address.

If group completes their list before time is up, have them move on to another 'time' from the posted list and brainstorm strategies.

Report back to the whole group having others add suggestions to the list after each small group has completed their report.

BREAK 15 minutes

Changing the Social Context

15 minutes

Review page 19.

Changing the Social Context for the Individual Child:

- assign compatible partners for transitions
- assign seats at lunch and snack
- divide children into smaller groups for activities Overhead 13

Large Group Discussion

Ask participants to share other ideas for changing the social context for the individual child.

Review the discussion on rules on page 19 of *Meeting the Challenge.*

Discuss the role rules play in our lives.

Review the Principles of Participation for these sessions.

Ask participants how they feel about the rules.
What purpose do they play?
How did they feel when first told about the rules?
How do they feel about them now? What would they change?

Teaching Social Skills

30 minutes

Review the discussion on teaching social skills on page 19 and 20.

Teaching Social Skills

- *You want to* encourage children to include a child who always seems to be left out of their play.
- *You want to* encourage children to be more accepting of a child with special needs.
- *You want to* encourage children to speak up for themselves with an aggressive child.
- *You want to* encourage children to use words to express their needs.
- *You want to* introduce children to the idea of negotiating when they have differences with others.

Overhead 14

Ask participants to share their experiences teaching social skills.

Have participants work with a partner and decide how they would demonstrate prosocial behaviour to children in one of the circumstances on the posted list.

Participants can incorporate into a story, act out, or use any other method to demonstrate the desired behaviour.

Each presentation should be 2 - 3 minutes in length.

Changing Your Approach

10 minutes

Review page 21 and 22.

Demonstrate or ask participants to demonstrate open vs closed communication styles.

Open Communication

- Use appropriate body language smile, nod, touch, hug.
- Listen attentively – who, what , where, when questions help the child to tell you what is on her mind.
- Ask "Can I help?" "Do you want to sit with me for a while?" (If the child does not want to respond verbally, respect her wishes.)
- Show empathy – validate and paraphrase what the child is telling you.
- If possible, reframe statements in a positive way.
- Respond to the need within the child's message.

Overhead 15

Early Warning Signs

5 minutes

Warning Signs

Physiological	Behaviour
tears	downcast eyes
peeing	withdrawing
clenched teeth	hair twirling or sucking
pallor	thumb or clothes sucking
rigidity	hoarding
rapid breathing	clinging
sweating	biting fingernails
fidgeting	whining
vomiting	noisy or quiet
masturbating	smirking or giggling

Overhead 16

By knowing a child well and observing them closely, you can often identify signs of anxiety or upset, before challenging behaviour occurs.

Responses

10 minutes

Review Page 22.

Teaching and Limiting Responses

Teaching response:

A brief direct instruction in a given situation – e.g. Eric and Sean, during lunch we sit at the table.

A limiting response:

An intervention that gives a choice but sets a clear limit – e.g. Eric and Sean you decide. You can sit together or you can sit at different tables.

Overhead 17

Talk about, and ask participants to suggest situations where the two different kinds of responses might be used.

Tips for Setting Limiting Responses

- Think about what you are going to say and keep it short and specific.
- State the positive first.
- Make both the words and the delivery calm and non-threatening.
- Pose choices that give the child control over the situation.
- Be sure that the choices are enforceable.
- Establish the consequences ahead of time and make them fair and reasonable.
- Use language that empowers the child.
- Set limits based on values shared by everyone (eg everyone should be safe).
- Give the limiting response just once. The child should indicate your next move.
- Be consistent.
- Allow for face-saving – note the behaviour, ignore the grumbling.
- Recognize the child's feelings.
- Be respectful of the child and yourself.

Overhead 18

Large Group Discussion **5 minutes**

Suggest limiting responses for the following situations:

- Bryna is not helping with toy tidy-up.
- Meileine is keeping everyone waiting while she dawdles getting into outdoor clothes.
- Lucas is hoarding all the blocks.
- Yolanda is running in the hallway.
- Mark is throwing sand.
- Tymen is disturbing others' rest time.
- Bela is disrupting story-time with constant interruptions.
- Anita is playing with her food.

Overhead 19

Functional Assessments

20 minutes

Review the introduction to functional assessments on page 23.

The ABC'S of Functional Assessments

A is for Antecedents – describing what events led up to and seem to trigger the behaviour
B is for Behaviour – describing the behaviour so clearly and specifically that anyone can recognize it
C is for Consequences – describing what happens after the challenging behaviour

Overhead 20

One of the most important tools that you have in addressing challenging behaviour is information. Finding out where the behaviour comes from, why it is happening at a particular time and in a particular place, and the function, or functions, it serves for the child, is a major part of addressing the problem.

Distribute copies of Functional Assessment Observation Form and discuss process of Functional Assessment as described on pages 24 and 25 (included at the end of the book).

Once You Understand the Function of the Behaviour

5 minutes

Review discussion on pages 26 and 27.

Once you Understand the Function of the Behaviour

- Change the antecedents – alter the environment or the program so that the child won't need the challenging behaviour.
- Replace the challenging behaviour with appropriate behaviour that achieves the same outcome for the child.
- Ignore the challenging behaviour as much as possible.

Overhead 21

Accentuate the Positive

5 minutes

Review discussion on pages 27 and 28.

Accentuate the Positive

- Name the behaviour you want to reinforce.
- Focus on specific attributes of the child's work rather than on generalities.
- Emphasize the process, not the product.
- Let the child know mistakes are part of learning.
- Be sincere and direct.
- Deliver encouragement privately in your natural voice.
- Avoid comparisons between children.
- Help children appreciate their own behaviour and achievements.

Overhead 22

Review of Key Messages for Session Two

- By knowing a child well and observing them closely, you can often identify signs of anxiety or upset, before challenging behaviour occurs.

- One of the most important tools that you have in addressing challenging behaviour is information. Finding out where the behaviour comes from, why it is happening at a particular time and in a particular place, and the function, or functions, it serves for the child, is a major part of addressing the problem.

Overhead 23

Putting Learning Into Practice

Using the sample Functional Assessment Observation form from Meeting the Challenge, or developing a simplified version appropriate to your situation, undertake a functional assessment of one of the children in your care who presents challenging behaviour.

Record findings and a plan of action in your journal:

- Can the antecedents be changed, the behaviour ignored, or the challenging behaviour be replaced by appropriate behaviour that gains the same outcome?

- How? As you implement the plan, record progress (or lack thereof).

Overhead 24

Session Three

Managing Challenging Behaviour

Welcome and Introductions

15 minutes

- Re-introduce yourself and share some of your reflections from the last session.
- Have participants re-introduce themselves and:

  ask them to share their own thoughts/reflections from the last session,

  have them briefly report back on their homework – identifying challenging behaviour they are currently experiencing in their work
- Make housekeeping announcements and review the Principles of Participation.
- Provide brief overview of the session by introducing the Learning Objectives.

Learning Objectives

- Identifying appropriate behaviour management strategies
- Developing, implementing and evaluating a plan of action for coping with challenging behaviours, including determining when outside intervention is necessary
- Working with parents as partners around challenging behaviours
- Helping other children and their parents cope with challenging behaviour
- Reflecting on your practice as it relates to challenging behaviour

Overhead 25

When A Child Loses Control

5 minutes

Review section about when a child loses control on page 29.

Describe your own observations of such a situation.

Discuss necessity for a plan of action to deal with the immediate situation.

Large Group Discussion — 20 minutes

Ask participants to share incidents where children lost control providing information about the circumstances. Were there other adults present? Where did it happen? What type of behaviour? Remind participants of the importance of confidentiality – no names or identifiable information should be used.

Have participants share what immediate action they took in the situation and how effective their response was. How prepared were they to deal with the situation? Did they have a planned response?

Tips for Developing a Plan of Response

- Ensure everyone, including other children and yourself are a safe distance from the out-of-control child.
- Distance yourself psychologically.
- Relax your facial features.
- Check body posture. Do not use confrontational body language.
- Assume an L-stance, standing sideways, head up, body relaxes, knees slightly bent.
- Do not try to move the child unless the child or another child is in immediate danger.
- If eye contact seems to accelerate disturbance, look over child's shoulder or at the middle of the body until child calms; then attempt eye contact again.
- Do not talk until the child is ready to listen.
- Do not insist on an apology or an explanation for behaviour.
- Once child calms, spend some private time with him and when ready, help him rejoin the group.

Overhead 26

Discuss, and encourage participants to consider a variety of circumstances that might be relevant, such as:

- where other adult/adults are available to assist;
- where the practitioner is alone with children;
- where another child has been hurt and requires immediate attention;
- where a child has become physically aggressive and/or assaultive with other children or the practitioner; or
- when an incident occurs on an outing.

Your first priority when a child is out of control is to ensure that the child does not hurt themselves or others – including you!

Small Group Discussion **30 minutes**

In small groups identify three situations that they have faced or might face in their daily work where a child loses control.

Have the group develop a plan of response in each of those situations.

Report back to the large group and ask for feedback.

Time Out

5 minutes

Review page 31 and discuss.

Using Restraint

5 minutes

Review page 32 and discuss.

BREAK 15 minutes

Empowering Children to Cope with Aggressive Behaviour

15 minutes

Review pages 32-33.

Large Group Discussion

Suggest assertive responses for children (or adults) to use in response to the following behaviours:

- hitting, pushing or other physical attack
- cutting in line
- not sharing
- refusing to take fair turns in play
- teasing and name-calling
- ignoring, refusing to include in play
- ignoring, refusing to listen
- bossing, controlling play, giving orders

Overhead 27

Have participants share other typical behaviours and suggestions for assertive responses.

Interventions: Who, What, When, Where and Why?

Review page 33.

10 minutes

Where appropriate, share your personal experience in seeking outside help.

Ask participants to share their experiences and/or concerns regarding outside intervention.

30

Parents as Partners

15 minutes

Review pages 34-35.

Ask participants to share how they have incorporated these ideas in their relationships with parents.

Establish the partnership from the beginning and reinforce each day. Here are some suggestions.

- Ask parents about their goals and expectations for their child.
- Tell them about your child care philosophy.
- Respect their culture. Ask about their routines, customs and expectations and adapt your program if possible.
- Share information with them about child development.
- Greet them when they bring or collect their children and provide feedback about the day.
- Send home notes and/or newsletters.
- Plan parent-teacher meetings and special parent evenings and events.
- Make a special effort with parents whose culture is different from your own.

Overhead 28

When There is a Problem...

15 minutes

Ask participants to share how they have incorporated these ideas in their relationships with parents.

When there is a problem, involve parents. The following are helpful suggestions.

- Talk with parents as soon as you become aware of challenging behaviour.
- Arrange a time when you can discuss the issue without distraction.
- Be extremely aware of the parents' sensitivity in discussing their child.
- Be calm, factual, specific and objective.
- Describe the skills you are working on, your expectations, and the techniques you are using.
- Tell parents where/how their child is meeting those expectations and where they are experiencing difficulties.
- Ask if they are experiencing similar, or related, difficulties with the child.
- Acknowledge their expertise regarding their child and ask for their feedback and suggestions.
- Let parents vent their feelings and give them time to come to terms with the information you have given them.
- Listen to both surface and underlying messages from parents.
- If other specialists are involved with the child around behaviours, ask parents to share ideas, information and strategies that are being used.
- Find common ground – review program and parental expectations for the child and look for solutions together that meet everyone's needs.
- Plan how you will follow-up with each other on the child's progress.
- If you are concerned that the child may be punished when parents get home, speak frankly with parents about it.

Overhead 29/30

The more closely you work in partnership with parents – the better the outcome for the child.

What if the Child Needs More Help?

5 minutes

Review page 35 and 36.

Discuss your own and ask participants to share their experiences and feelings about asking a child with challenging behaviour to leave the program.

What about Parents of the Other Children?

Review page 36.

5 minutes

CLOSING

10 minutes

You Can Handle This!

- View inappropriate behaviour as an opportunity to teach.
- Take it slowly, one behaviour at a time.
- Reflect on what worked and what didn't in your coping strategy.
- Train yourself to look for, measure and record even small improvements.
- When you try a new approach, things may get worse before they get better. Give it a reasonable amount of time – then try another approach if necessary.
- Network with and set common goals with your colleagues. Support and encourage one another's efforts.
- Give yourself a reward – not a guilt trip!

Overhead 31

Review of Key Messages for Session Three

- Your first priority when a child is out of control is to ensure that the child does not hurt themselves or others – including you!

- The more closely you work in partnership with parents – the better the outcome for the child.

Overhead 32

Putting Learning into Practice

Continue to use your journal to record your plans, goals, successes and failures around challenging behaviours.

- Record your personal crisis intervention plan, how you will respond in a number of possible situations when (and if) a child loses control; your thoughts, feelings and approach to working with parents of a child with challenging behaviours including your plan for working with the parents, how well it worked, what you would change the next time.

- Use your journal to help you think through situations you are currently experiencing and to reflect on situations you have dealt with in the past.

- Share your thoughts (and your journal if you are comfortable with that) with a colleague or a class-buddy periodically.

- Most importantly, record your successes, things that make you feel proud. Challenging behaviours wouldn't be called challenging if they were easy! Every success – even the very small ones – are important achievements!

Overhead 33

Resources on Challenging Behaviour

Meeting the Challenge provides a list of resources on child development and guidance that would be of interest to both facilitators and participants. The following are some additional resources for participants and facilitators:

Faber, A. and Mazlish, E. *How to Talk So Kids Will Listen ...and Listen so Kids Will Talk* (New York, Avon Books, 1999)

Glosser, W. *Control Theory* (New York, Harper and Rowe, 1998)

Miller, D.F. *Positive Child Guidance* (Toronto, Delmar Publishers Inc., 1995)

Shipley, D. *Empowering Children* (Scarborough, Ontario, Nelson Canada, 1993)

Coloroso, B. *Through the Rough Times: Parenting with Wit and Wisdom in Times of Chaos and Loss* (New York, Penguin Books, 2000)

Coloroso, B. *Kids are Worth It: Giving Your Child The Gift of Inner Discipline* (Toronto, Somerville House, 1998) – available in print and audio tape

Visit the virtual library of the Child & Family Canada website @ www.cfc-efc.ca to find interesting articles and references to additional resources on child guidance.

Resources on Adult Education/Training

Butler, K. A. *Learning a Teaching Style in Theory and Practice* (Columbia, Connecticut, The Learners Dimension, 1987)

Flannery, D., Hayes, E. et al. *Women as Learners: The Significance of Gender in Adult Education* (San Francisco, Jossey-Bass Inc. 2000)

Gordon, E. E., Ponticell, J. A., Morgan, R.R. *Enhancing Learning in Training and Adult Education* (Westport, Connecticut, Greenwood Publishing Group Inc., 1998)

St. Francis Xavier University *Training for the Trainer* (Antigonish, Nova Scotia, St. Francis Xavier University)

Vella, J. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults* (San Francisco, Jossey-Bass Inc. 1997)

Participant Evaluation

Please answer the following questions. Your feedback is important in helping us continue to improve professional development opportunities.

1. Did you find the session informative?
   Please circle from 1 for not informative at all - to 5 for very informative
   1 2 3 4 5

2. What did you find most helpful/informative? _____

   _____

3. What did you find least helpful/informative? _____

   _____

4. Were the activities appropriate/helpful?
   Please circle from 1 for not appropriate/helpful at all - to 5 for very appropriate/helpful
   1 2 3 4 5

5. Were the materials appropriate/helpful?
   Please circle from 1 for not appropriate/helpful at all - to 5 for very appropriate/helpful
   1 2 3 4 5

6. Were there sufficient opportunities to share information and get to know others?
   Please circle from 1 for not enough to 5 for many opportunities
   1 2 3 4 5

7. Was the facilitator knowledgeable and well-prepared?
   Please circle from 1 for not knowledgeable and/or prepared to 5 for very knowledgeable and well-prepared
   1 2 3 4 5

8. Would you recommend this session to your colleagues and/or others? Yes ____ No ____
   To whom?

   _____

Please share any advice you would have or changes you would suggest to help us in planning sessions in the future:

_____

_____

_____

Scenarios

We offer the following scenarios for your use if participants experience difficulty coming up with examples for group discussion purposes.

Luke's stubborness, as we all now affectionately refer to it, has reached an extreme. He's almost four now and very sturdily built. Every time we are out in a group, going to the park, for a walk in the neighbourhood, anywhere, he will just decide, for no apparent reason, that we have stayed too long or not long enough, or that there is something else he wants to do. Suddenly, down he goes, plopping on his bottom in the middle of the sidewalk, the lawn, or even the road if the mood strikes and assumes his no-bones stance. Carrying him back is not an option – but neither is spending an hour waiting for him to cooperate!

Katrine is a delightful 2 ½ year old. She engages in activities, her speech and social development are right on target, and she is imaginative and generally cheerful. Yet every time another adult appears – her own parents, any other parent or a visitor – she starts acting out. She talks and talks and talks, and if anyone dares NOT to pay attention, or to not pay enough attention, she gets louder and louder and resorts to really inappropriate behaviour like knocking down someone's block tower or tearing paintings off the wall.

My little group of four children who are two, three and four year olds are wonderful kids... except, it seems like I can't turn my back for 60 seconds without a skirmish. If I have to answer the phone, wash up the lunch dishes or (heaven forbid), go to the washroom, literally within minutes someone is going to be howling.

Emile is five now and has been in our program for a little over 2 years. He has always been quite a quiet child and plays a lot on his own, although he will join in group activities some of the time. He had some language delays, but his parents and our staff worked with him extensively and he has been doing very well. While he is not very demonstrative, he seems to be quite content and happy here. Recently though Emile has been taking things – from the classroom, from the other children's cubbies and even from a volunteer's carry-all. It's getting to the point where if anyone misplaces anything, the first person they look at is Emile!

Talia is a child who bites. At just a little over two, she is small for her age and extremely bright. But she has an almighty temper and, when things don't go her way, she bites. This morning I stepped in after she had bitten one of the other children in a tug of war over a toy. I comforted the 'bitee', then went to speak to Talia. Crouched down at her eye level, I was explaining gently, but firmly that it was not OK to bite. Talia seemed to be listening, coming closer to me until she was leaning against my arm. As I got to the second sentence "Biting hurts." Talia bit me and said "Did that hurt?" What do I do with this child?

Key Messages

Session One

- Human beings are not born with social skills; they learn them!
- No matter what risk factors are present, it is not productive to blame – especially to blame the child, the parent, or ourselves.
- An interested caring adult (like a grandmother, older sibling, teacher, child care provider or coach) can serve as a protective factor for the child by role modeling social competence and by providing support. – Source, National Crime Prevention Council
- By stimulating different areas of the brain, the quality of care that a child receives affects her capacity to learn, to empathize and to control her emotions and behaviour.
- Acting early and intensively increases children's resilience, diminishes risks, bolsters children's self-esteem and helps them to learn prosocial behaviours.
- Your relationship with the children is the most powerful tool you have.

Session Two

- By knowing a child well and observing them closely, you can often identify signs of anxiety or upset, before challenging behaviour occurs.
- One of the most important tools that you have in addressing challenging behaviour is information. Finding out where the behaviour comes from, why it is happening at a particular time and in a particular place, and the function, or functions, it serves for the child, is a major part of addressing the problem.

Session Three

- Your first priority when a child is out of control is to ensure that the child does not hurt themselves or others – including you!
- The more closely you work in partnership with parents – the better the outcome for the child.

Overheads

Principles of Participation

- ☑ Protect the confidentiality of current and former child care families, colleagues and fellow participants.

- ☑ Be part of a safe environment: be non-judgmental; do not interrupt; be accepting of the ideas of others (even when you don't agree); remember that everyone needs the opportunity to talk.

- ☑ Arrive on time, return from breaks on time and stay until the end.

- ☑ Provide support and encouragement to others.

Learning Objectives

- Exploring the whys and wherefores of children's behaviour

- Understanding what children may gain from challenging behaviour and your role in assessing the function that challenging behaviour plays

- Examining the effects that challenging behaviour may have on other children in the program and on the practitioner(s)

Challenging behaviour is any behaviour that:

- interferes with children's learning, development and success at play;
- is harmful to the child, other children or adults;
- puts a child at high risk for later social problems or school failure.

Biological Risk Factors

- pregnancy complications, perinatal stress, prematurity, birth trauma and congenital defects
- mother's use of drugs, alcohol, or tobacco during pregnancy
- developmental delays, especially language delays
- attention deficit disorder (ADD) and attention-deficit hyperactivity disorder (ADHD)
- temperamant
- gender

Environmental Risk Factors

- poverty and the social conditions surrounding it
- exposure to violence
- parenting style and family factors
- viewing violent television/films
- low quality child care

Stressful life events that may put children at risk

- a mother who had her first child when she was very young
- parents who completed fewer than 10 years of school
- parents who don't live together
- parents who fight
- a parent with a mental illness, especially depression
- a parent who is abusing alcohol or drugs
- a parent with criminal behaviour

Factors that enable children to cope well despite adversity

- an easy temperament
- problem-solving skills, including the ability to plan
- sociability
- skill-based competence
- self-esteem
- involvement in hobbies
- having responsibility

Review of Key Messages

- Human beings are not born with social skills; they learn them!

- No matter what risk factors are present, it is not productive to blame – especially to blame the child, the parent, or ourselves.

- An interested caring adult (like a grandmother, older sibling, teacher, child care provider or coach) can serve as a protective factor for the child by role modeling social competence and by providing support.

  – Source, National Crime Prevention Council

- By stimulating different areas of the brain, the quality of care that a child receives affects her capacity to learn, to empathize and to control her emotions and behaviour.

- Acting early and intensively increases children's resilience, diminishes risks, bolsters children's self-esteem and helps them to learn prosocial behaviours.

- Your relationship with the children is the most powerful tool you have.

Putting Learning Into Practice

Establish a journal to record your feelings, experiences, and goals around working with challenging behaviour.

To begin, record:

- what you view as challenging behaviour;
- why those particular behaviours trigger a strong response for you and whether those responses are appropriate; and
- identify how you want to change your own response to challenging behaviour and what kind of change you want to make.

Learning Objectives

- Identifying strategies that prevent or minimize challenging behaviours
- Recognizing anxiety and other early warning signs of challenging behaviour
- Examining and where necessary, changing the practitioner's approach to challenging behaviour
- Using observation techniques to gain more information about challenging behaviour

The Environment

- Too many people in a space
- Too much open space
- Too much noise
- Too many choices and/or too many toys
- Competitive games, violent toys and violent role playing

The Program

- Transition times (including arrival and departure times, meal and snack times, clean-up times and other movement from one activity to another)
- Circle and story time
- Free play time

Changing the Social Context for the Individual Child

- assign compatible partners for transitions
- assign seats at lunch and snack
- divide children into smaller groups for activities

Teaching Social Skills

- *You want to* encourage children to include a child who always seems to be left out of their play.

- *You want to* encourage children to be more accepting of a child with special needs.

- *You want to* encourage children to speak up for themselves with an aggressive child.

- *You want to* encourage children to use words to express their needs.

- *You want to* introduce children to the idea of negotiating when they have differences with others.

Open Communication

- Use appropriate body language, smile, nod, touch, hug.
- Listen attentively – who, what, where, when questions help the child to tell you what is on her mind.
- Ask "Can I help?" "Do you want to sit with me for a while?" (If the child does not want to respond verbally, respect her wishes.)
- Show empathy – validate and paraphrase what the child is telling you.
- If possible, reframe statements in a positive way.
- Respond to the need within the child's message.

Warning Signs

Physiological	Behaviour
tears	downcast eyes
peeing	withdrawing
clenched teeth	hair twirling or sucking
pallor	thumb or clothes sucking
rigidity	hoarding
rapid breathing	clinging
sweating	biting fingernails
fidgeting	whining
vomiting	noisy or quiet
masturbating	smirking or giggling

Teaching and Limiting Responses

Teaching response:

A brief direct instruction in a given situation –
e.g. Eric and Sean, during lunch we sit at the table.

A limiting response:

An intervention that gives a choice but sets a clear limit –
e.g. Eric and Sean you decide. You can sit together or you can sit at different tables.

Tips for Setting Limiting Responses

- Think about what you are going to say and keep it short and specific.
- State the positive first.
- Make both the words and the delivery calm and non-threatening.
- Pose choices that give the child control over the situation.
- Be sure that the choices are enforceable.
- Establish the consequences ahead of time and make them fair and reasonable.
- Use language that empowers the child.
- Set limits based on values shared by everyone (e.g. everyone should be safe).
- Give the limiting response just once. The child should indicate your next move.
- Be consistent.
- Allow for face-saving – note the behaviour, ignore the grumbling.
- Recognize the child's feelings.
- Be respectful of the child and yourself.

Suggest limiting responses for the following situations

- Bryna is not helping with toy tidy-up.
- Meileine is keeping everyone waiting while she dawdles getting into outdoor clothes.
- Lucas is hoarding all the blocks.
- Yolanda is running in the hallway.
- Mark is throwing sand.
- Tymen is disturbing others rest time.
- Bela is disrupting story-time with constant interruptions.
- Anita is playing with her food.

The ABC'S of Functional Assessments

A is for Antecedents – describing what events led up to and seem to trigger the behaviour

B is for Behaviour – describing the behaviour so clearly and specifically that anyone can recognize it

C is for Consequences – describing what happens after the challenging behaviour

Once you Understand the Function of the Behaviour

- Change the antecedents – alter the environment or the program so that the child won't need the challenging behaviour.

- Replace the challenging behaviour with appropriate behaviour that achieves the same outcome for the child.

- Ignore the challenging behaviour as much as possible.

Accentuate the Positive

- Name the behaviour you want to reinforce.
- Focus on specific attributes of the child's work rather than on generalities.
- Emphasize the process, not the product.
- Let the child know mistakes are part of learning.
- Be sincere and direct.
- Deliver encouragement privately in your natural voice.
- Avoid comparisons between children.
- Help children appreciate their own behaviour and achievements.

Review of Key Messages

- By knowing a child well and observing them closely, you can often identify signs of anxiety or upset, before challenging behaviour occurs.

- One of the most important tools that you have in addressing challenging behaviour is information. Finding out where the behaviour comes from, why it is happening at a particular time and in a particular place, and the function, or functions, it serves for the child, is a major part of addressing the problem.

Putting Learning Into Practice

Using the sample Functional Assessment Observation form from Meeting the Challenge, or developing a simplified version appropriate to your situation, undertake a functional assessment of one of the children in your care who presents challenging behaviour.

Record findings and a plan of action in your journal:

- **Can the antecedents be changed, the behaviour ignored, or the challenging behaviour be replaced by appropriate behaviour that gains the same outcome?**

- **How? As you implement the plan, record progress (or lack thereof).**

Learning Objectives

- Identifying appropriate behaviour management strategies
- Developing, implementing and evaluating a plan of action for coping with challenging behaviours, including determining when outside intervention is necessary
- Working with parents as partners around challenging behaviours
- Helping other children and their parents cope with challenging behaviour
- Reflecting on your practice as it relates to challenging behaviour

Tips for Developing a Plan of Response

- Ensure everyone, including other children and yourself are a safe distance from the out of control child.
- Distance yourself psychologically.
- Relax your facial features.
- Check body posture. Do not use confrontational body language.
- Assume an L-stance, standing sideways, head up, body relaxes, knees slightly bent.
- Do not try to move the child unless the child or another child is in immediate danger.
- If eye contact seems to accelerate disturbance, look over child's shoulder or at the middle of the body until child calms, then attempt eye contact again.
- Do not talk until the child is ready to listen.
- Do not insist on an apology or an explanation for behaviour.
- Once child calms, spend some private time with him and when ready, help him rejoin the group.

Suggest assertive responses for children (or adults) to use in response to the following behaviours:

- hitting, pushing or other physical attack
- cutting in line
- not sharing
- refusing to take fair turns in play
- teasing and name-calling
- ignoring, refusing to include in play
- ignoring, refusing to listen
- bossing, controlling play, giving orders

Establish the partnership from the beginning and reinforce each day. Here are some suggestions.

- Ask parents about their goals and expectations for their child.
- Tell them about your child care philosophy.
- Respect their culture. Ask about their routines, customs and expectations and adapt your program if possible.
- Share information with them about child development.
- Greet them when they bring or collect their children and provide feedback about the day.
- Send home notes and/or newsletters.
- Plan parent-teacher meetings and special parent evenings and events.
- Make a special effort with parents whose culture is different from your own.

When there is a problem, involve parents. The following are helpful suggestions.

- Talk with parents as soon as you become aware of challenging behaviour.
- Arrange a time when you can discuss the issue without distraction.
- Be extremely aware of the parents' sensitivity in discussing their child.
- Be calm, factual, specific and objective.
- Describe the skills you are working on, your expectations, and the techniques you are using.
- Tell parents where/how their child is meeting those expectations and where they are experiencing difficulties.
- Ask if they are experiencing similar, or related, difficulties with the child.

When there is a problem, involve parents. The following are helpful suggestions. (CONTINUED)

- Acknowledge their expertise regarding their child and ask for their feedback and suggestions.
- Let parents vent their feelings and give them time to come to terms with the information you have given them.
- Listen to both surface and underlying messages from parents.
- If other specialists are involved with the child around behaviours, ask parents to share ideas, information and strategies that are being used.
- Find common ground – review program and parental expectations for the child and look for solutions together that meet everyone's needs.
- Plan how you will follow-up with each other on the child's progress.

You Can Handle This!

- View inappropriate behaviour as an opportunity to teach.
- Take it slowly, one behaviour at a time.
- Reflect on what worked and what didn't in your coping strategy.
- Train yourself to look for, measure and record even small improvements.
- When you try a new approach, things may get worse before they get better. Give it a reasonable amount of time – then try another approach if necessary.
- Network with and set common goals with your colleagues. Support and encourage one another's efforts.
- Give yourself a reward – not a guilt trip!

Review of Key Messages

- Your first priority when a child is out of control is to ensure that the child does not hurt himself or others – including you!

- The more closely you work in partnership with parents – the better the outcome for the child.

Putting Learning into Practice

Continue to use your journal to record your plans, goals, successes and failures around challenging behaviours.

- Record your personal crisis intervention plan, how you will respond in a number of possible situations when (and if) a child loses control; your thoughts, feelings and approach to working with parents of a child with challenging behaviours including your plan for working with the parents, how well it worked, what you would change the next time.

- Use your journal to help you think through situations you are currently experiencing and to reflect on situations you have dealt with in the past.

- Share your thoughts (and your journal if you are comfortable with that) with a colleague or a class buddy periodically.

- Most importantly, record your successes, things that make you feel proud. Challenging behaviours wouldn't be called challenging if they were easy! Every success even the very small ones are important achievements!

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